

Student Learning Objectives: One Element of the Educator Effectiveness Program

Andrea Guiden

Connie McCall

Sam Sinicropi

Fall 2015 School Improvement Conference

Michigan Department of Education

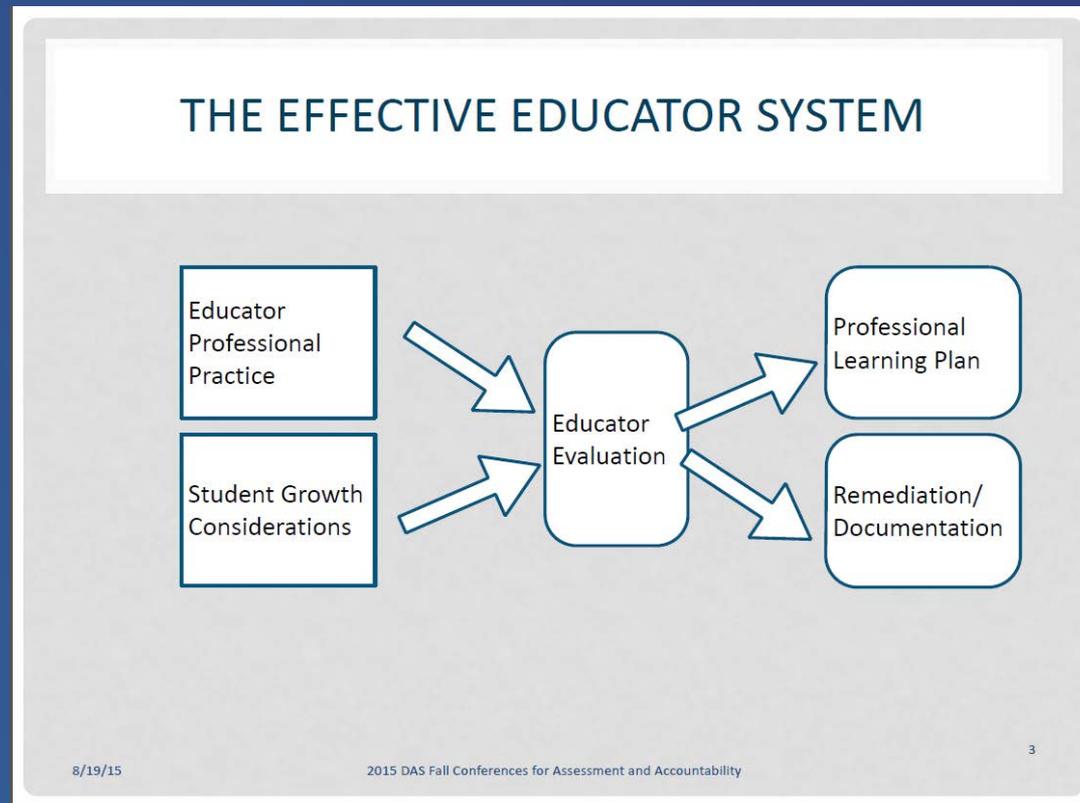
November 17, 2015

Learning Objectives

- Understand how SLOs fit into MDE initiatives
- Develop a better understanding of SLOs
- Share professional development opportunities, tools and resources
- PA173 of 2015

Student Growth Considerations:

- Test Scores
- SLOs



SLOs and MDE Initiatives

SLO

- Student growth assessments should be aligned to standards.
- Selection of assessments should allow for change in student outcomes measured over time.
- Screeners and other diagnostic assessments for students are not appropriate for student growth indicators.
- Student growth should be used in a diagnostic manner for supporting educators.

What is an SLO?

What Does Early Research Indicate?

Teachers reported increased focus on student achievement and data use and increased use of evidence based practices as a result of the SLO goal-setting process (Community Training and Assistance Center, 2013; What Works Clearinghouse, 2009).

What Does Early Research Indicate?

Teachers using SLOs valued the opportunity to analyze data and plan instruction as part of the SLO process and reported feeling “empowered” and taking a more active role in their evaluation after SLOs were implemented (Donaldson, 2012; TNTP, 2012).

What is an SLO?



- An SLO is a measurable, long-term, academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for subgroups of students.

Culture Change

- SLOs may represent a shift in educator practice.
- Develop teacher confidence in the SLO process.
- Create a coherent vision of the value of the SLO process.

Purpose of SLOs

- Supports teachers' instructional development.
- Measures student growth.
- Driven by individual teachers and teacher teams.
- Can be used by ALL teachers, not just those in tested grades and subject areas.

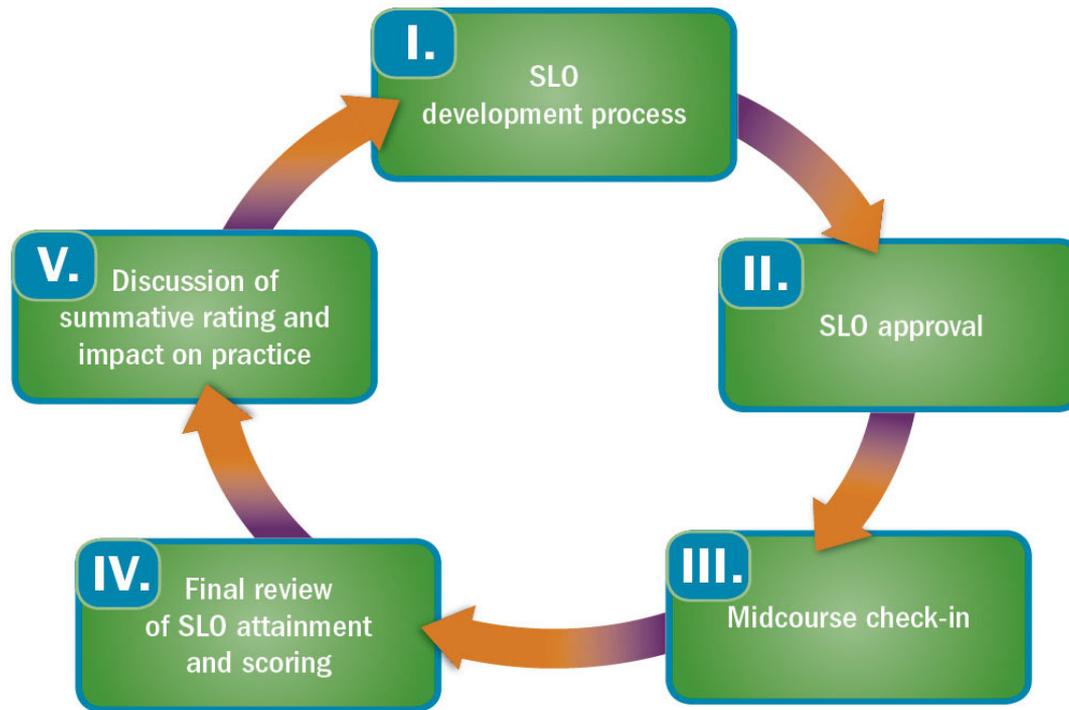
Purpose of SLOs (cont.)

- Aligns with Michigan's school improvement process.
- Aligns with Competency-based learning practices.
- Aligns with Personalized Learning practices.

SLOs and Competency-Based Education

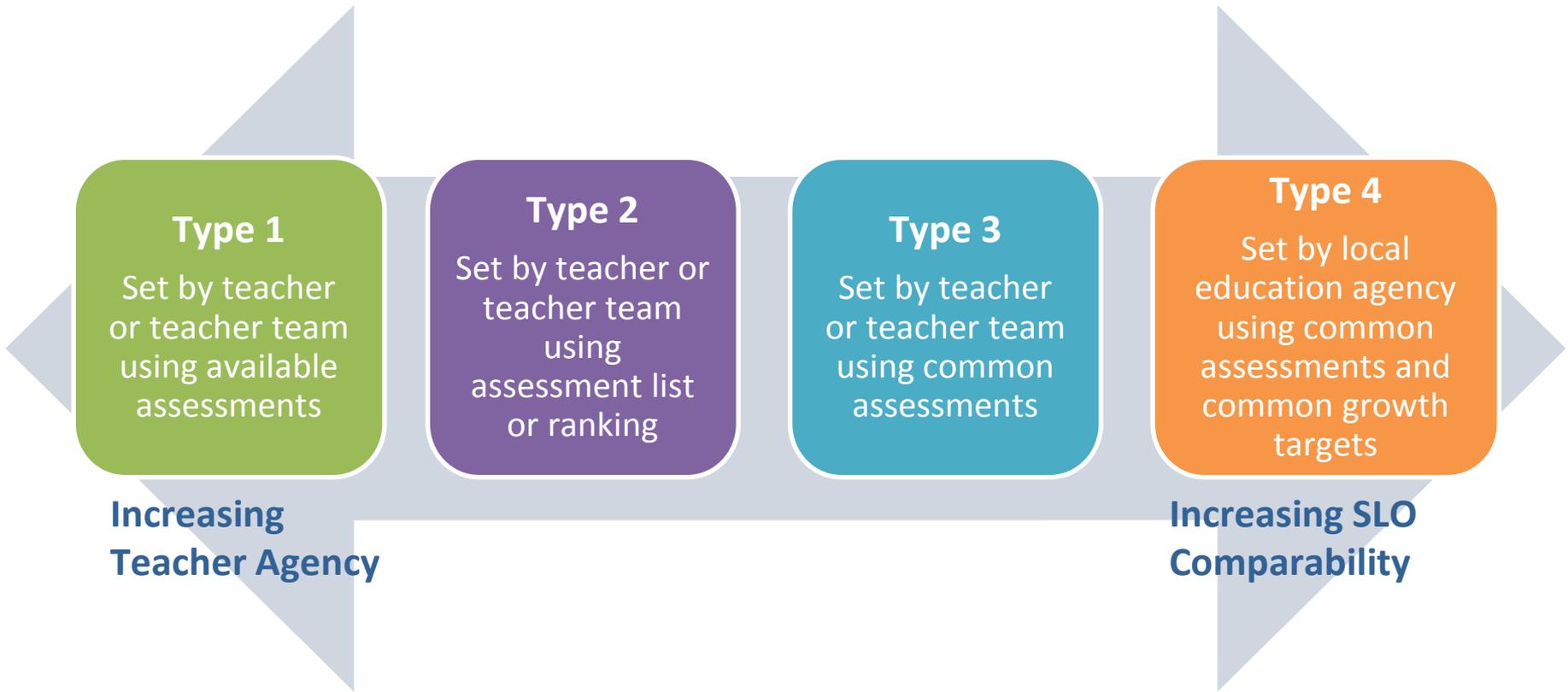
- Allows for measurement of competency-based education systems within schools and districts.
- SLOs allow for demonstration of student proficiency in a consistent manner.
- Allows for demonstration of learning beyond the classroom.
- Promotes student engagement and motivation by allowing them to show proficiency and advance at their pace.
- Providing measurable objectives to make expectations clear to students and teachers.

SLO Implementation in Schools



Source: Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Student learning objectives as measures of educator effectiveness: The basics*. Washington, DC: American Institutes for Research. Retrieved from http://educatortalent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf

Types of SLOs



Limitations of SLOs

- Lack of high-quality assessments for all grades and subjects.
- Difficult to create appropriate growth targets for all students.
- Challenging to set rigorous but realistic targets.
- Limits of capacity and resources that make continuous improvement of the SLO process difficult.

Student Growth

The Michigan Context

Student Growth Legislation

- PUBLIC ACT 102 (PA 102 of 2011)
- Student Growth—25% in 2013-2014, 40% in 2014-2015, 50% in 2015-2016
- PUBLIC ACT 257 (PA 257 of 2014)
- Student Growth--- 50% in 2015-2016 and 2016-2017

Student Growth Legislation

- SB103 - Public Act (PA) 173 of 2015
 - Signed by Governor Snyder on Nov 5, 2015
 - Student Growth 25% in 2016-2017, 2017-2018
 - Student Growth 40% in 2018-2019; 50% of Student Growth must be measured using State Assessments
 - [SB103 \(PA173 of 2015\)](#)

Student Growth Legislation

- **SB103 - Public Act (PA) 173 of 2015**
 - **Evaluation Tools for Teachers/Administrators**
 - **Student Learning Objectives (SLOs)**
 - **IEP Goals**
 - **National, State or Local Assessments**
 - **Website Information**
 - **Evaluation Framework, Instrument, Process**
 - **Reliability, Validity, Efficacy**
 - **Training Provided**

MDE Will Provide

- Website resources – www.Michigan.gov/OEII
 - An SLO FAQ document
 - An SLO template
 - An SLO approval checklist
 - What other states are doing
- Resources for Classroom Observation tools.
- District-level SLO implementation support.
- Professional development opportunities.
- Updates on Educator Effectiveness legislation.

State Board of Education
Administrators
Career & College Ready
Early Learners and Care
Educator Certification
Food & Nutrition Programs
Grants
MDE Offices
Administrative Law & Federal Relations
Administrative Services
Assessment & Accountability
Audits
Career & Technical Education
Field Services
Great Start
School Support Services
Financial Management
Michigan School for Deaf
Recognition Programs
School Finance & School Law
Education Improvement and Innovation
Event Calendar
Office of Field Services
Mailing Lists
Public School Academies

Educator Effectiveness

Contacts

For more information about school improvement initiatives in Educator Effectiveness:

Sam Sinicropi, (517) 241-0439, sinicropis@michigan.gov

Connie McCall, (517) 373-4226, mccallc@michigan.gov

380.1249(2) Beginning with the 2015-2016 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:

Student Growth and Assessment

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(i) At least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the former Michigan council for educator effectiveness.

Student Learning Objectives (SLOs)

Student Learning Objectives (SLOs) are measurable, long-term, academic goals, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students. Education legislation in Michigan requires that the student growth and assessment component of a teacher's evaluation consist of the state student growth and assessment measurement standards and a local student growth assessment. SLOs are one way to measure the academic growth of students. The Michigan Department of Education has consulted with other states and districts to gain useful information about SLO implementation. Although SLOs are not a requirement, these SLO documents are suggested recommendations.

The Student Learning Objective FAQ provides an overview of commonly asked questions and answers.

- [Student Learning Objectives FAQ - PDF](#)

The Student Learning Objective Template is a suggested format for setting student growth targets.

- [Student Learning Objectives Template - MS Word](#)
- [Student Learning Objectives Template - PDF](#)

It is recommended that this checklist be used for both developing and approving SLOs. For an SLO to be approved, all criteria should be met.

- [Student Learning Objectives Template Checklist - MS Word](#)
- [Student Learning Objectives Template Checklist - PDF](#)

Classroom Observation

(c) The performance evaluation system shall include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:

(i) Except as provided in this subdivision, the manner in which a classroom observation is conducted shall be prescribed in the evaluation tool for teachers described in subdivision (d).

What is an SLO?

A student learning objective (SLO) is a measurable, long-term, academic goal, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students or a subset of students. SLOs are focused on the most valuable learning that takes place in a course. They are specific and measurable goals that are based on student data and aligned to curriculum standards.

Who should use SLOs?

Teachers of any grade and subject who seek to measure the academic growth of their students might benefit from the use of SLOs.

Why use SLOs?

Education legislation in Michigan requires that the student growth and assessment component of a teacher's evaluation consist of the state student growth and assessment measurement standards and a local student growth assessment. SLOs are one way to measure the academic growth of students.

How are SLOs being used and implemented?

States and districts across the country currently use SLOs as one measure in their educator evaluation system because of the strengths of the SLO process. A review of publicly available documents found that 35 states have policies or recommendations related to the use of SLOs in their evaluation systems.

What are the potential strengths of the SLO process?

Some of the reasons the SLO process is used so widely are because SLOs are:

- **Versatile.** SLOs can be used to measure student growth for all teachers, not just those teachers in tested grades and subjects.
- **Teacher driven.** The use of SLOs allows teachers to set goals for their students, thus playing a critical role in their own evaluations.
- **Adaptable.** As schools implement new standards and curriculum, SLOs can still be used to measure student learning.

What does research say about SLOs?

Early research on the SLO process is limited, but some studies show promise. In one study, teachers reported that the SLO goal-setting process helped them become more focused on student achievement and data use. As a result, the teachers employed more recent evidence-based practices (Community Training and Assistance Center, 2013). In two recent evaluations of

Name of Teacher/Teacher Team: _____

Content Area: _____ Grade Level: _____ Academic Year: _____

Type of SLO: Class-level Course-level Targeted Tiered

Student Population

Describe the characteristics of the student population including how many students have special needs relevant to the SLO (i.e., I have 4 students with reading disabilities, 2 English Language Learners...).

Learning Standards

List the key standards that are connected to the learning content.

Baseline Data

Describe the data that were reviewed in the creation of the SLO. How do the data support the SLO?

Assessment

Name the instrument that will be used to measure the outcome of the SLO.

It is recommended that this checklist be used for both developing and approving SLOs. For an SLO to be approved, all criteria should be met as noted by a check mark in each box by an SLO evaluator.

Name of Teacher/Teacher Team: _____		Date of Review: _____
Content Area: _____		Grade: _____
Type of SLO: <input type="checkbox"/> Class-Level <input type="checkbox"/> Course-Level <input type="checkbox"/> Targeted <input type="checkbox"/> Tiered		
Indicator Met	INTERVAL OF INSTRUCTION	What is the time period that instruction will occur?
<input type="checkbox"/>	<input type="checkbox"/>	Specifies start and stop dates which include the majority of the course length. Comments: _____
Indicator Met	STUDENT POPULATION	Who is included in this objective? Why is this the target group selected?
<input type="checkbox"/>	<input type="checkbox"/>	Justifies why this class and/or targeted group was selected. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Describes the characteristics of the student population including the numbers of students with special needs relevant to the SLO (e.g., I have 4 students with reading disabilities, 2 English language learners...). Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	If subgroups are excluded, explains which students are excluded, why they are excluded, and if they are covered in another SLO. Comments: _____
Indicator Met	LEARNING STANDARDS	What are the key standards connected to the learning content?
<input type="checkbox"/>	<input type="checkbox"/>	Aligns to specific state-adopted standards. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Represents the big ideas or domains of content taught during the interval of instruction. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Flows to school improvement plan where applicable. Comments: _____
Indicator Met	BASELINE DATA	What data were reviewed in the development of the SLO? How do the data support the SLO?
<input type="checkbox"/>	<input type="checkbox"/>	Identifies sources of information about students (e.g., test scores from prior years, trend data, results of pre-assessments). Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (including strengths and weaknesses). Comments: _____
Indicator Met	ASSESSMENT	How will you measure the outcome of your SLO?
<input type="checkbox"/>	<input type="checkbox"/>	Describes assessment aligned to the course content of the SLO. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Identifies national, state, or regional assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Emphasizes construct-response or performance tasks and requires higher-order thinking skills. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Includes that there are clear answer key, scoring guides, and/or rubrics for all assessments or performance tasks. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Describes how progress monitoring will occur. Comments: _____
Indicator Met	GROWTH TARGETS	What are the quantitative targets that will demonstrate achievement of the SLO?
<input type="checkbox"/>	<input type="checkbox"/>	Identifies baseline or pre-assessment data to determine appropriate growth. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Expects all students in the SLO to meet a rigorous and ambitious target. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Sets individual or differentiated growth targets. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Baseline and trend data support established targets. Comments: _____
Indicator Met	RATIONALE	What is your rationale for setting the targets for student growth and how do they align with school improvement goals?
<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates teacher knowledge of students and content. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Explains why target is appropriate for the population. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Uses data to identify student needs and determine appropriate targets. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Explains how targets align with broader school and district goals. Comments: _____
<input type="checkbox"/>	<input type="checkbox"/>	Sets rigorous expectations for students and teachers. Comments: _____

Document Review

Document Review

FAQs

SLO FAQ Document

- Provide basic information about SLOs.
- Summarize Michigan's student growth legislation.
- Present promising research about the use of SLOs.
- Offer a list of websites that provide complimentary information about SLOs.

Document Review

SLO Template

SLO Template

- Provides structure to SLO development.
- Outlines expectations of SLO content.

Document Review

SLO Approval Checklist

SLO Approval Checklist

- Outlines expectations of SLO content.
- Aids in the SLO development process.
- Standardizes guidelines for SLO approval.

SLO Activity

Review of SLO Documents

Table Discussion

- What was clear? What did you find confusing about the documents?
- What did you like or not like about the documents?
- What would work in your district?

Next Steps

SLO Workgroup

Next Steps

- Continue to work with local districts (LEAs) and Intermediate School Districts (ISDs) to develop SLO guidance.
- Refine district decision-makers implementation guidance document.
- Develop guidance on administrators' use of SLOs.
- Conduct regional information sessions on the use of SLOs as a student growth measure in Michigan.
- Continue to work with internal and external partners to provide professional learning for educators.

Communication

What Will Be the Next Forms of Communication Around SLOs?

- OEII Educator Effectiveness website.
 - www.Michigan.gov/OEII
- Face-to-face information sessions.
- SLO Guidance Manual (coming soon).
- Online Learning Opportunities (coming soon).

Wrap-Up

Questions?

Understand how SLOs fit into MDE initiatives

Develop a better understanding of SLOs

Share professional development opportunities, tools and resources

Discussion about PA173

Discuss next steps

Contacts

Sam Sinicropi

517-241-0439

sinicropiS@michigan.gov

Connie McCall

517-373-4226

mccallc@Michigan.gov

Andrea Guiden, AIR

aguiden@air.org